Mr. M. F. Augustine (Member, Nominated) made the following suggestions:—

(1) Religious and moral instruction should be given in schools. For that purpose, educational institutions should be divided into Neutral and Denominational schools. In the first set of schools, moral instruction alone should be given, while, in the second class of schools, both religious and moral instruction might be imparted.

(2) Text-books should not be very difficult for the classes for which they were intended.

(3) Text-books should not be changed every year, as frequent changes meant additional cost. Text-books might be prescribed for five years.

(4) The use of cigar or tobacco in any form by school-boys should be prohibited by law.

(5) The Roman Catholics living along the coast should be given the half-fee concession under the Education Code.

Mr. S. Padmanabha Panikkar (Member, Nominated) represented the following:—

(1) Ezhava girls should be more largely admitted into all schools.

(2) The Deputy Director of Public Instruction should have complete control over all Vernacular schools and also over classes up to Form III in English schools.

(3) Moral lessons should be taught in schools intended for the depressed classes, the text-books for the same being selected by a Board in which the authors of such books should also be included. The copy-right of such books should be purchased by Government.

Mr. K. Krishnan (Member, Nominated) urged the need for more English schools. There were now only 13 taluks having English High Schools. The number should be multiplied so that each taluk might have a High School with a number of feeder Lower Grade English schools around it. Whenever applications were made by people to open English schools, they should, as far as possible, be granted. If that could not be done, Government should open such schools.

Dewan's reply.—The representations of the Members are noted for consideration.

113. Reorganization of the present system of Vernacular Education on an economic and industrial basis.

Mr. P. V. Verghese B. A., L. T. (Member, Nominated) said that the indigenous system of education in Travancore, uninfluenced by Western methods, was intensely practical and that it was based on national needs suited to the then existing conditions and was thoroughly utilitarian. It had a well-defined ideal which was realized. But the slavish copying from Western models knocked the bottom out of the system with the result that a showy unpractical system had been adopted. It must be remembered that it was the poorer pupils that resorted to Vernacular education. By following the present method of public education, new hopes and new aspirations had been created which, it had now been discovered, could not be satisfied. The net result was the large number of the unemployed who, after their school career, found that there was no demand for them and thought it *infra dig* to follow the industrial line. Travancore was a land of immense possibilities. The planting industry in which the Europeans were pioneers was now being taken up by Travancoreans with considerable benefit which only showed that they wanted proper guidance to exploit any new industry. In Japan, no foreigner was allowed to acquire any lands permanently while, in Travancore, the natives were being elbowed out. The system of education must be such as to enable its recipients to develop to the full the country's national resources on the most up-to-date lines. Any system adopted must first bring home to the minds of the pupils the dignity and usefulness of manual labour. The school curriculam should have a practical side such as agricultural work or school gardening. The Member concluded by saying that the system of Vernacular education in the State should be re-organised on an industrial and economic basis.

Dewan's reply.—Noted.

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